

No Child Left Behind and “Highly Qualified” Teachers

The Rhode Island Plan

What is *No Child Left Behind*?

- The *No Child Left Behind Act of 2001* (NCLB) was designed to improve student achievement and change the culture of schools.
- This new law amended the *Elementary and Secondary Education Act* (ESEA).

NCLB is built on 4 pillars:

- Accountability for results
- Doing what works based on scientific research
- Expanded parental option
- Expanded local control and flexibility

What are the implications for states, districts, and school?

- There are increased reporting requirements that affect states, districts and schools.
- NCLB requires states to define adequate yearly progress (AYP) in schools for student achievement.
- Schools that do not meet AYP for two consecutive years are identified as “in need of improvement.”
- Schools in need of improvement are required to adhere to additional review, reporting, and monitoring requirements.

What does *No Child Left Behind* say about teacher quality?

- All teachers in core academic areas must be "highly qualified" by the end of the 2005-2006 school year.
- All teachers in core academic areas hired in Title I programs or schools after the first day of the 2002-2003 school year must be "highly qualified."
 - For school wide programs, this applies to all teachers
 - For targeted assistance schools, this applies only to teachers who are paid with Title I funds.

Which teachers are covered by *No Child Left Behind*

- Any public school teacher, elementary or secondary who teaches a core academic subject (English, reading or language arts, mathematics, science, history, civics and government, geography, economics, the arts, and foreign language) must be "highly qualified."

What other teachers must be "highly qualified" under NCLB?

- If they teach core academic subjects, the following teachers must be "highly qualified."
 - Special education teachers
 - Teachers of English language learners
 - Public school teachers in programs for neglected and delinquent students
 - Charter school teachers
 - Long term substitutes (highly recommended)

What does the term “highly qualified” mean

- “Highly qualified” is a specific term defined by NCLB.
- The law requires that teachers:
 - ✓ Hold a bachelor’s degree.
 - ✓ Hold full state certification.
 - ✓ Demonstrate subject matter competency in the core academic subjects that the teacher teaches.

What does “full certification” mean?

- Full state certification is determined by the state in accordance with state policy.
- In Rhode Island, full certification for “highly qualified” means:
 - Provisional certification,
 - Professional certification, or
 - Life professional certification.

What does *demonstrate subject matter competency in the core academic subject* mean?

- Teachers must demonstrate that they are competent in EACH core academic subject they teach.
- For secondary and K-12 teachers this means demonstrating breadth and depth of knowledge in the appropriate subject matter (e.g., mathematics, music, history, biology, or geography).
- For early childhood and elementary teachers this means demonstrating knowledge in four core areas – English/Language Arts, mathematics, science, and social studies.

“Highly qualified” is NOT the same as certified

- Certification requirements are established by Rhode Island as the necessary conditions to qualify for a teaching position. Certification is required to be designated “highly qualified” but does not guarantee that a teacher meets the federal definition of “highly qualified.”
- The designation of “highly qualified” is for the specific teaching *assignment*. A teacher is not “highly qualified.” A teacher is “highly qualified” for a given assignment.
- A teacher may be “highly qualified” for one assignment but not “highly qualified” for another.

Does this apply to *new* teachers or to *experienced* teachers?

- The qualifications for being "highly qualified" apply to new teachers and to experienced teachers.
- New teachers (teachers hired for the first time after the first day of the 2002-2003 school year) in Title I programs or schools must have demonstrated subject-matter competency prior to being hired.
- Experienced teachers must be "highly qualified" by the end of the 2005-2006 school year.

How do *new* teachers demonstrate subject matter competency?

- New middle school and secondary teachers can demonstrate subject matter competency through successfully completing an academic major, coursework equivalent to an undergraduate academic major, a graduate degree, in each of the core content areas they teach.
- New elementary school teachers can only demonstrate subject matter competency by passing the state test.

How do *experienced* teachers demonstrate subject matter competency?

- Experienced teachers may demonstrate competency through either:
 - An academic major or coursework (secondary only), advanced degrees (secondary only), National Board for Professional Teaching certification, or a passing score on an approved standardized test (elementary only), or
 - Prior teaching experience, course work, professional development, service and recognition of achievement as documented through the Rhode Island highly, objective, uniform state system of evaluation (HOUSSE) Content Rubric.

What is the HOUSSE?

- This is a system by which each state can determine that an experienced teacher meets the subject matter competency requirements in the law.
- HOUSSE can include factors such as the time a teacher has taught an academic subject as one factor in determining "highly qualified."
- Rhode Island has developed a HOUSSE plan that recognizes and values the work of our veteran teachers.

What is the Rhode Island HOUSSE Plan?

- Rhode Island believes that most of its experienced teachers meet the federal government's definition of "highly qualified."
- The Rhode Island HOUSSE Plan provides two options through which experienced teachers can demonstrate that they are "highly qualified."
 - Option #1: Academic preparation, National Board for Professional Teaching Standards Certification, or testing
 - Option #2: Prior experience, professional development, service, and other professional recognition

What is Option #1?

- Teachers who meet any ONE of the following criteria are “highly qualified” in terms of subject area.
 - Hold an academic major or course work equivalent to an academic major (30 credits) for each content area of the teaching assignment (secondary only) OR
 - Hold an advanced degree in the content area of the teaching assignment (secondary only) OR
 - Hold National Board for Professional Teaching Standards certification in the content area of the teaching assignment OR
 - Have passed a rigorous content examination identified by RIDE as acceptable for the teaching assignment (elementary only).

What is the equivalent of an academic major?

- For each core academic subject area taught by a middle school or secondary school teacher the coursework equivalent of a major is 30 credits.
- For early childhood and elementary school teachers who teach all core content areas there is no equivalent to an academic major.
- Courses must be in the content areas, not courses in the school or college of education (typically EDU, EDC pre-fixes).

Which standardized tests can be used by experienced teachers?

- Elementary teachers can meet the testing requirements that are currently in place or those that have been used by Rhode Island in recent years.
- RIDE is currently reviewing options for testing that could be used by middle school teachers.
- There is no testing option for secondary teachers.

Which standardized tests can be used by experienced elementary/early childhood teachers?

Testing Option	Tests	Pass Scores
1. Core Battery of NTE (1987-2000)	Communication Skills	657
	Professional Knowledge	648
	General Knowledge	649
2. PRAXIS II Elementary and PLT (2000-2003)	Elementary Content Knowledge Test #10014	145
	Principles of Learning and Teaching K-6	167
3. PRAXIS II Elementary Tests (2003 – present)	Elementary Content Knowledge Test #10014	145
	Elementary Content Area Exercises #20012	148

What is Option #2?

- Teachers who cannot demonstrate subject matter competency for each assignment through Option #1 can determine whether their prior experience is sufficient to meet the definition of "highly qualified".
- Using the Rhode Island HOUSSE Rubric, teachers document prior experience.
- Teachers must:
 - achieve at least 100 points across the five categories, and
 - demonstrate experience in at least three of the five categories.

What kinds of experiences can be used to document subject matter competency?

- Years of teaching experience in an approved school
- College level course work in the content area
- Professional development activities related to the content area
- Service to the content area
- Awards in the content area

Years of experience teaching in an approved school

- Teachers receive 2 points for every year they have taught in the content area in an accredited school.
- There is a maximum of 24 points that can be earned in this category.

College level course work in the content area

- Teachers receive 3 points for every credit earned *in the content area*.
- There is no point maximum in this category.

Professional development activities related to the content area

- Teachers receive 5 points for each activity, each year for content related activities. For example:
 - Serving on standards, curriculum, or assessment committees
 - Attending professional conferences or workshops or other activities that lead to PDC/CEU credits
 - Serving as a content instructor at a college
 - Participating on site visit team to PK- 16 education institution (e.g., SALT, NEASC, Program Approval)
- All activities must have occurred in the previous five years.
- There is no point maximum in this category.

Service in the content area

- Teachers receive 5 points for each content related service, each year. For example:
 - Department chair/lead teacher, content mentor, cooperating teacher, officer in a professional content organization
 - Content professional association membership
 - Presenter at professional association meeting or contributor to the association's publications
- All activities must have occurred in the previous five years.
- There is no point maximum in this category.

Awards in the content area

- Teachers receive 20 points for any content area awards. For example:
 - District, state or professional association teacher of the year award.
 - Presidential Award Winner for Excellence in Mathematics or Science; Milken Educator Award; Christa McAuliffe Fellowship; Disney Teacher of the Year
 - Rhode Island Regents Fellow in a content area
- There is a maximum of 20 points in this category.

How many points do I need on the rubric?

- You must complete a rubric for each assignment for which you are not “highly qualified” by Option #1.
 - For each assignment you need a minimum of 100 points.
 - Elementary teachers must complete the elementary rubric and receive at least 33 points in English Language Arts, 33 points in mathematics, 17 points in science and 17 points in social studies.
 - Those points must come from at least three different categories on the rubric.
 - Elementary teachers must demonstrate points in at least three different categories on the rubric in each of the four content areas.

SPECIAL CIRCUMSTANCES

- ❖ Middle Level
- ❖ Special Education Teachers
- ❖ Secondary Social Studies

Middle Level

- ❖ If the course content is “elementary or middle level” the teacher is “highly qualified” by satisfying the content standard for elementary teachers OR by satisfying the content standard for secondary teachers.
- ❖ If the course content is determined by the school district to be “secondary”, the teacher is “highly qualified” only by satisfying the content standard for secondary teachers.

Special Education Teachers

- ❖ Only teachers who are teachers of record for the core subjects need to be “highly qualified” teachers.
- ❖ Teachers need to be “highly qualified” at the level of the course content. (Middle level teachers instructing at the elementary level need to be highly qualified as elementary teachers or have 30 credits in the content.)
- ❖ Secondary special educators need to be “highly qualified” for each core subject they teach at the secondary level.

Secondary Social Studies

- ❖ Teachers who instruct courses in geography, economics, government, and civics need to be “highly qualified” in the content.
- ❖ Teachers need to have a major or 30 credits in the content, be National Board certified, or complete 100 points on the HOUSSE.

How do teachers document that they are "highly qualified"?

- All teachers who teach any core academic classes must complete the Rhode Island "Highly Qualified" Teacher Verification Form (elementary or secondary version)
 - Teachers list all core academic subject classes. Teachers who teach multiple sections of the same class write each section on a different line.
 - Teachers indicate what teaching certificate they hold that qualifies them for each assignment. If they do not hold the appropriate certificate, they write none. *The teacher is not "highly qualified" for that assignment and cannot become "highly qualified" without earning the certificate.*
 - Teachers review the criteria for Option #1 and indicate all assignments for which they are "highly qualified."
 - If there are still assignments for which they are not "highly qualified", teachers complete the appropriate HOUSSE rubric to determine if they are "highly qualified" by the criteria for Option #2.

What must teachers document and report to the building administrator?

- Teachers who are "highly qualified" for all assignments designate that on the verification form, complete the assurance form, and submit the form(s) to their building administrator.
- Teachers who are NOT "highly qualified" for any assignment:
 - identify the assignment(s) on the verification form,
 - complete the assurance form for assignments for which they are "highly qualified",
 - complete the plan to become "highly qualified" form for the other assignments, and
 - submit the form(s) to their building administrators.
- Teachers maintain their own files documenting their "highly qualified" status.

Remember that “Highly qualified” is NOT the same as certified

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- A teacher may be highly qualified for one assignment but not highly qualified for another.

What must administrators document and report to RIDE?

- Administrators must report the status of all teachers who teach core academic areas as “highly qualified” or NOT “highly qualified” for their assignments on the Annual Personnel Survey.

What will the state be required to do?

- The Annual State Report Card required by NCLB must include the following teacher quality information:
 - Professional qualifications of teachers in the state
 - Percentage of teachers teaching under emergency or provisional credentials
 - (Note the federal government's definition of provisional credential addresses someone who is NOT fully certified. Teachers who hold Rhode Island Provisional Certificates are fully certified.)
 - Percentage of core academic classes statewide taught by teachers not meeting the "highly qualified" teacher requirements (in total and broken out by high-poverty and low-poverty school status).

What will districts need to do?

- Districts need to report the following data, by school, so the state can complete the Annual State Report Card:
 - Number of teachers teaching under emergency or provisional credentials
 - Number of core academic classes taught by teachers not meeting the "highly qualified" teacher requirements

When do districts report to RIDE?

- Districts will report to RIDE at the beginning of each school year on teacher assignments in each school.
- This report is due to RIDE annually by October 31st of this school year.
- For 2003-2004, the report will be due to RIDE by May 1, 2004.

For additional information go to the website:

www.ridoenet.net